

Volume 32 Number 6
MARCH 1950

Route to

School Life

Sleep.

MAR 23 1950

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Office of Education



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Cover photograph, courtesy Los Angeles Public Schools, shows one of the Nation's 5,000,000 exceptional children. The child is learning speech in a special class, Los Angeles, Calif. Write to Office of Education for list of publications on exceptional children and youth. See statement about Office of Education conference on exceptional children on page 85.

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(Single copy price of SCHOOL LIFE is 15 cents.)

School Life Spotlight

“... No only that, but we can criticize the government all we want to ...” p. 82

★ ★ ★

“... We who believe in democracy cannot trust to our living it alone ...” p. 82

★ ★ ★

“... If we don't know the answer, we'll at least know where to send you for it ...” p. 83

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“... Of the estimated four to five million exceptional children of school age, less than 15 percent have been reported as being enrolled in special schools and classes ...” p. 85

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“Many States are revising accreditation standards for schools to include more adequate guidance services ...” p. 87

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“... The situation is very grave ...” p. 89

★ ★ ★

“It is not enough that we provide merely the teaching personnel and physical facilities for the vastly increased numbers of American children whom we must educate in the years ahead ...” p. 90

★ ★ ★

“... The teacher can do much to bring security to the child and keep him from worrying about falling behind in school ...” p. 93

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THE Office of Education was established in 1867 “for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.”

Richard L. Chapman.



Anne Pinkney.



Gloria Chomiak.



Robert Shanks.

Victorious Voices of Democracy



★ Education for democracy in action! An outstanding example is the 1950 Voice of Democracy Contest just ended. It is estimated that a million high-school students participated in this year's third annual competition. Those who took part represented the Nation's 28,000 high schools in all the States and Territories. Their 5-minute presentations titled, "I Speak For Democracy," were judged in local school and community competitions. From State and Ter-

ritorial winners four national finalists were selected for a trip to Washington, D. C., a meeting with President Truman and Members of Congress, and to receive \$500 college scholarships. Endorsed by the Office of Education, the Voice of Democracy Contest is sponsored by the National Association of Broadcasters, Radio Manufacturers Association, and U. S. Junior Chamber of Commerce. Names and presentations of the four national winners for 1950 follow:

Richard L. Chapman,
Brookings High School,
Brookings, South Dakota.

I speak for Democracy.

Why? Well, maybe because I'm an American, and then maybe it's because I believe in the individual . . . that's what democracy is . . . the individual . . . individuals like you, Tom Brown, and you, John Smith, and me.

I can do what I want with my life . . . rise to fame and fortune . . . or be just plain Joe Doaks like most of us.

What you earn or make, is your own . . .

they don't try to take it away from you, do they Smitty? No; because everyone in a democracy respects your rights.

We don't keep a strongbox on the front steps to put the morning milk in . . . we live in a democracy.

We can go to church if we want to. It isn't a state church, it's any church, Catholic, Protestant, or Jewish that we care to attend.

I might have been a descendant of a Mayflower family . . . and you could just as well have been an immigrant boy . . . it

wouldn't make any difference. The place in the sun you or I make for ourselves is what we want to make it.

You see, Smitty, democracy has no favorites . . . no; not ever in politics. Just because you're a Democrat, Tom, Smitty's not going to stop doing business with you. Sure, during the election season we have some pretty heated discussions, but as soon as we elect our mayor, or governor, or President . . . we all get behind him and back him up to keep our democracy functioning the way it should.

Our representative in the government actually takes time to consider our opinions because you and I help put him there, and if he gets careless with the trust that we granted . . . we can help throw him out.

Not only that, but we can criticize the government all we want to . . . just because we find fault in some of their policies doesn't mean they're going to throw us in prison . . . they try to satisfy us . . . us the individuals.

Can you remember the big noise we had over the last election? And can you remember just why we had it? . . . sure, because we have not one, but many political parties . . . political parties of every size and description. When you go to mark your ballot you don't see just one candidate for President . . . this is democracy. The individuals, the people . . . that's you and I . . . make the decisions of government . . . because democracy is government of the people, by the people, and for the people.

The government is there to serve us . . . not to suppress us.

As long as you and I can step as high and wide as we want, without stepping on anyone else's rights, and as long as we have the right to work, whether it's for another individual, ourselves, or a government industry . . . we live in a democracy.

I guess sometimes we fail to hear that wise bit of advice: "The price of liberty is eternal vigilance," and we have to fight. We don't fight for a dictator or leader . . . we fight for our friends, our families, our ideals . . . we fight for democracy.

You guys are individuals . . . there's nobody just like you, Tom, or just like you, Smitty . . . under democracy we have freedom of expression . . . individual expression. We can show our worth in the manner we think fitting. We have opportunity too, opportunity to do as we think. It may be large or small, but it's ours to use.

You know, I think the finest symbol of democracy and us, its individuals, is the Statue of Liberty. You can see her as she stands high, head erect, holding out the torch of freedom . . . in a world of darkness.

She and I speak for the most perfect way of life . . . yet devised by man. **WE SPEAK FOR DEMOCRACY!**

Gloria Chomiak,
Wilmington High School,
Wilmington, Delaware.

I speak for democracy, because two generations back my ancestors could not; be-

cause if I do not speak of it, if many more do not speak of it, there may come a time when we too, will not have the right to do so.

For today more than at any other time governing powers are pitted one against another. It seems a crisis has been reached, and must be broken. We who believe in democracy cannot trust to our living it alone. We must stand up, and speak and be heard in its cause.

And what is this thing called Democracy? It is a thought discovered in ancient Greece; a thing a Slavic serf dreamed of too much and paid for with his life; an ideal, started in its practice by a model Parliament of England; and bitterly struggled for in Louis' France.

It is leavening of revolutions, a stepchild of Utopia; a system, first defined as a government for and by the people in our own country, where it has grown to what we know and love today.

It is a government that has been developing for hundreds of years, and shall develop for hundreds more; a government that has outgrown an initial stage wherein it served the citizens of Greece: citizens who did not include the underprivileged and the captive, and who constituted but a fraction of the population. It is a government that has weathered the time when a land-laden Polish baron frowned upon it, thinking of his foreign serfs, tilling their foreign fields for his benefit alone. He worried little for he could dispose of them at his pleasure if he found one who thought in their number.

It is a government that has grown great since that medieval year when England's people first had representatives before their King—the first representatives before authority a people ever had.

It won a place for itself during the bitter civil war of France, when people were hungry, and angered with the extravagant caprices of those who ruled through heritage, and it found a home in the New World when honest colonists learned to demand a rule by their own choice.

It has grown from a privilege of the few to a right of the common, risen from a persecuted idea to a mighty ideal upheld in safety by millions. It has developed into a system whose imperfections can be remedied; and whose virtues are a God-given right.

For this democracy is a natural system. Men were created equal in their rights and their responsibilities. And is not intelligent participation in governing among them?

Men were given individual minds and desires. Ought not they have a right to voice them?

Democracy is a system with flaws, because through the ages men have erred and do err, and a democracy is only as right as its people. Democracy is able to abolish its principles by its own excess.

A cynic spoke the truth about it when he said that democracy can make each man his own oppressor. Yet, I believe that greater men have said a truer thing about democracy: that the peoples' government cannot—shall not perish from the earth.

Anne Pinkney,
Trinidad High School,
Trinidad, Colorado.

I speak for Democracy.

Perhaps you're wondering who I am.

I am a symbol, existing only in the minds of men.

As a symbol I stand at the shores of our country.

As a symbol I cover the whole land, I exist elsewhere, but never so much as here.

Can it be you don't recognize me?

In one form I stand and welcome many travellers to our land. I am robed in skirts of iron, and I hold a bright torch aloft in my right hand. All peoples have thought of me in their dreams, many have defended me.

Do you recognize these words—"Give me liberty or give me death"? They were spoken by one of my defenders, Patrick Henry, and in times of stress have been echoed by millions after him.

What did I mean to Patrick Henry and those early patriots of our country? I meant enough to them that they risked their lives in honor to set up a country in which I should reign supreme. They wrote our Declaration of Independence and our Constitution which today stand as models upon which many governments are founded. They conceived the truths that all men are created equal in the sight of God and man, and so wrote into the Constitution of my country these things which I stand for: freedom of religion, freedom of speech, the right to vote, trial by jury, freedom of the press, and the right to do as you wish if it doesn't harm other people.

As you see, without me none of these would have any meaning—and that is why you find my name written so many times in our Constitution.

To the men who followed these early

(Continued on page 92)

SCHOOL LIFE, March 1950

Youth Is Served by Public Libraries

by Nora E. Beust, Specialist for School and Children's Libraries

ADMINISTRATORS of school and public libraries are strengthening the programs of cooperation between the two agencies as one of the best means of aiding youth to continue to read, to study, to discuss, and to keep informed about topics of current importance. Furthermore, civic-minded men and women are assisting youth to lend significance to their efforts. Community activities carried on by and for youth make headlines in some local newspapers while in others the work continues to develop patterns that have proven their worth.

Some public libraries have a chief of youth service with 25 or more professional staff members assigned to various strategic posts in the system. Public libraries in smaller communities may have one young adults' librarian or a readers' adviser in charge of both work with youth and adults. All libraries, however, report busy programs with much still left to be done.

Concord, N. H., is an example of a community of less than 28,000 population that

has established excellent facilities for reading and discussion for its youth. There is a reading club for junior high school, another for senior high school students, and also a weekly radio program conducted by junior and senior high school students, with the young people's librarian as moderator on the subject of books enjoyed by the teenage. The library has a separate room on the first floor well stocked with books for use by youths. These are arranged to aid the young people in finding what they want with ease. Sports stories, animal stories, adventure tales, adult fiction enjoyed by youth, and biography, for example, are clearly so marked on the shelves. The room is bright and cheerful and attractively furnished with blond furniture and woodwork—round and rectangular tables, Windsor chairs, blue leather-covered couch, and wide window sills. Students bring to the room examples of their accomplishments in school art, literature, and guidance programs. Teachers and youth appreciate the information and inspiration of this new service.

Growing in Brooklyn

Brooklyn, N. Y., reports the opening of a youth library in the Bedford Branch with the assistance of a former "gang" of win-

dow-breaking youth, now a public-spirited group of loyal library users. The service includes an attractive browsing room where popular books and magazines are available and where friends may find comfortable "conversational corners." A phonograph with plenty of the latest in "bebop and sweet and swing" is there. But the service is not concerned solely with fun. Problems of young people are of prime concern to the youth librarian. Such things as finding jobs—what to do—where to go—whom to see. The librarian in charge says, "The service aims at having an answer for every question whether it is to decide a bet or write a term paper. If we don't know the answer, we'll at least know where to send you for it." The library has agreed to help these youth to the fullest extent in their vocational, educational, and social problems.

Numerous activities are planned and several volunteers in various fields—handicraft, music, drama—have offered their time and knowledge to help young people. The drama group which meets Wednesday evenings at the youth center offers an opportunity for discovering much neighborhood talent. A newspaper of youth activities, written and printed by the young people themselves, is another project.

"One of the most gratifying aspects in

Basic material for this article was furnished by youth departments in public libraries of the following cities: Baltimore, Md.; Brockton, Mass.; Brooklyn, N. Y.; Cleveland, Ohio; Concord, N. H.; Denver, Colo.; Detroit, Mich.; Minneapolis, Minn.; Mobile, Ala.; Mount Vernon, N. Y.; Newark, N. J.; New York, N. Y.; Pittsburgh, Pa.; Sacramento, Calif.; San Antonio, Tex.; Seattle and Tacoma, Wash.; Washington, D. C.; White Plains, N. Y.; Youngstown, Ohio.



Young people's room in Concord Public Library, Concord, N. H.

establishing this new Youth Library," said the chief librarian of the Brooklyn system in announcing the opening, "is the way in which the young people of Bedford pitched in and helped set it up. Their unflagging efforts, their enthusiasm and teamwork in bringing this about are a splendid example of democracy at work. For our part, we of the Library feel it is in just such cooperation the library of today can be truly a part of the community."

A new Junior-Hi Room has been opened in the Ella K. McClatchy Young People's Library in Sacramento, Calif., which is widely used and appreciated by the junior-young adults. They also have a new monthly publication called *The Junior Hi Bookliner*.

Washington, D. C., has opened a pleasant room on the main floor of the Central Library for "young adults." It has a recreational reading collection as well as a small collection of reference books to answer informational and school assignment questions.

White Plains, N. Y., Public Library has acquired a full-time librarian to work in the Young People's alcove.

Mobile Public Library, Mobile, Ala., is also among the libraries to report a new Chief of Young Adult Department who is planning many new projects. Tacoma Public Library, Tacoma, Wash., acquired a full-time young people's librarian in July of this year. This library is concentrating on building up its book collection and publicizing its new service for young people.

Brockton, Mass., whose young adult's librarian has recently been changed to full-time duty, has a well developed program in its Young Adults' Room at the Brockton Public Library. This room is set up to provide a link between the children's room and the adult department and to carry over from school assignments to adult education. There is close cooperation between the high school and the public library in this city of 65,000 population. The school librarian and young adults' librarian meet often for discussion of mutual problems and exchange of ideas. Each serves as the interpreter for the other. The young adults' librarian is free to visit the high school informally. Her philosophy of work with youth calls for individual, informal, and definitely personal service to the young people who come for information, guidance, and inspiration. An attempt is made to encourage the young people in the transitory stage between childhood and adulthood to

develop as individuals as well as to become identified with the group.

The Brockton High School Library Monitors' Club, with 43 members under the direction of the school library, the boys' and girls' room, and the young adults' room of the Brockton Public Library cooperate on at least two programs a year. One was the Book Week Assembly at the high school and a second was the Spring Book Festival, featuring junior high and elementary school interests. The part-time staff of the public library is drawn largely from the Library Monitors' Club since the training that they have received in elementary library techniques is of distinct value. Each of the club members serves at least 2 hours a week in the high school library. The club and the young adults' room representatives prepared a radio program on the subject of



Photograph courtesy Oregon Journal newspaper shows Quinland Daniels, junior, and Claudette Juhlin, sophomore, Lincoln High School, Portland, Oreg., in Central Library recreation room learning about other teen agers' problems.

Public and School Library Cooperation. This successful broadcast was repeated at the American Library Association Regional Conference for New England at Swampscott, Mass., in October 1949. The program was evidence of close cooperation between school and public library in what is, after all, a common goal—the best possible library service for the young folks of Brockton.

Another project of the young adults' librarian in Brockton should be mentioned. It is a reading survey which is now in its fourth and final year. The objective of this study has been to learn accurately what titles were being read. As a testing sample

the first 250 transfers from the boys' and girls' room were taken. Their library cards were given an extra symbol (Y) in front of the number. The registration period was extended to cover the senior year in high school. Ordinarily reregistration is required at the end of 3 years. The daily circulation is checked for the titles borrowed on these numbers and a record kept in the young adults' room, the adult department, and in the branches. All filled cards are kept and sent to the young adults' room to be checked for use. A different colored ink is being used for each branch and department.

The finished survey should show what titles were borrowed, the proportion of fiction to nonfiction, the types of both. Fiction is being roughly classified into short stories, historical, mystery and detective, animal, western, classics, careers, World War II, sports, humor, religion, problems of youth, sea stories, light fiction, and miscellaneous. And this year a new class—science fiction—will have to be added. Nonfiction is recorded by class anyway. It is not going to be an accurate record of who took what, nor of every book circulated on the 250 cards. A few of these people have moved from Brockton. Sometimes the staff is so rushed that the circulation for a day does not get thoroughly checked. But it is felt that the survey indicates trends and that it should give a fair idea of where the collection needs building up—whether there is increasing maturity of interest and whether the transition to adult books is being made.

In Pittsburgh, Pa., considerable progress has been made in closer cooperation between school and public library in the matter of book selection. The librarian of the young adults' room is invited to attend the book selection and order meetings of the school librarians and one school librarian represents her group at the school meetings for the young adults' room. In this way the books produced each year are thoroughly read and discussed and then bought by either schools, or the public library's young people's department, or by both. This plan has worked so well that attempts are being made to bring about a similar arrangement with parochial schools.

School librarians and a representative group of English teachers in Youngstown, Ohio, meet with the young people's reading specialist at the public library to hear reviews of the best teen-age books of the year.

(Continued on page 94)

Conference on Education of Exceptional Children and Youth

FIFTY-TWO EDUCATORS from 25 different States came to Washington on January 4 at the call of the U. S. Commissioner of Education to consider some of the crucial issues in special educational services for exceptional children and youth. There were in attendance representatives of: (1) State education departments; (2) local school systems; (3) colleges and universities; (4) residential schools for handicapped children; and (5) national voluntary agencies devoted to the interests of handicapped children.

The major problems considered at the 3-day meeting included those relating to: (1) The place of special education for exceptional children and youth in the total school structure; (2) the preparation of qualified teachers; (3) financial and legislative considerations; and (4) the proper coordination of various services for exceptional children and youth.

Exceptional children include those who are so different from what is supposed to be normal in mental, physical, or emotional traits that they need educational services in addition to or different from those accorded children in general. The blind and the partially seeing, the deaf and the hard of hearing, the crippled, the delicate, the speech defective, the socially maladjusted, the mentally retarded, as well as the mentally gifted are among those needing special consideration.

The conference pointed out not only the progress that has been made in the States but also the inadequacies that still exist in local, State, and Federal programs. Of the estimated four to five million exceptional children of school age, less than 15 percent have been reported as being enrolled in special schools and classes. An undetermined number are being helped through the efforts of regular classroom teachers, but it is certain that all too many are still without the services they need at school, at home, or in the hospital. It was strongly recommended by the conference that communities, States, and Federal Government unite in making special educational services available to all who need them.

Through committee organization, a statement of recommendations was prepared on

each of the four major topics under consideration at the conference. A complete report of the proceedings, including the committee recommendations, has been compiled by the Office of Education.

Study Commission Workshop

IN 1942 the National Council of Chief State School Officers organized a Study Commission, composed of one representative of each of the 48 State departments of education, to study those educational problems of most immediate and pressing interest to the Council and to make reports and recommendations based on their studies. For several years the Study Commission functioned almost wholly through its Planning Committee, composed of nine Study Commission members appointed by the president of the Council, which met two or three times annually to plan studies, draft reports, and agree on recommendations.

In 1947 the Study Commission initiated, at the request of the Council, a comprehensive study on the organization, services, and staffing of State departments of education and related problems. After some preliminary work on the study the Council decided that progress could be greatly accelerated through utilization of a Study Commission workshop and authorized one for the fall of 1949.

This workshop was held at Biloxi, Miss., November 27 to December 10, 1949, and was attended by representatives, including two chief State school officers, of 32 State departments of education and several consultants from the U. S. Office of Education, the National Education Association, and the Council's office in Washington. T. J. Berning, Assistant Commissioner of Education in Minnesota, was director of the workshop. The group was divided into three committees to carry on the production work. Leo P. Black, Director of Supervision and Curriculum in Nebraska, was chairman of the Committee on the Legal Status of State Boards of Education and Chief State School Officers. G. Robert Koopman, Associate Superintendent for Instruction and Educational Planning in Michigan, was chairman

of the Committee on the Organization of State Departments of Education. J. Cayce Morrison, Coordinator of Research and Special Studies in New York, was chairman of the Committee on the Services of State Departments of Education. Committee sessions were alternated with sessions of the whole group in developing the workshop report.

One of the half-day sessions of the National Council of Chief State School Officers was devoted to the presentation and discussion of the three committee reports which made up the 55-page mimeographed report of the workshop. It is expected that this report and others to be developed later will form the basis for a manual on State school administration which will result from the actual experience of members of State departments of education.

Education Writers Awards

ENTRIES FOR the Education Writers Annual Awards to be made in May 1950 for the calendar year 1949 will be judged as follows:

1. Outstanding article or series of articles dealing with education which appeared in a newspaper during 1949.
2. Outstanding article or series of articles on education which appeared in a magazine of general circulation, on a wire service release or radio or television program during 1949.
3. Outstanding work of interpreting education through the media of the newspaper during 1949.
4. Outstanding editorial dealing with education which appeared in a newspaper or magazine of general circulation during 1949.

Applications for awards, accompanied by exhibit of writing to be considered, should be submitted not later than March 25, 1950, to Millicent Taylor, Secretary-Treasurer, Education Writers Association, The Christian Science Monitor, Boston 15, Mass.

Any working member of a newspaper, magazine, news service, the radio, or television may submit an entry. The Board of Judges includes Floyd Taylor, Director, American Press Institute, Columbia University, chairman; Harold V. Boyle, Pulitzer Prize Winner, Associated Press; Belmont Farley, Director of Press and Radio, National Education Association; Harold Taylor, President, Sarah Lawrence College, and G. Kerry Smith, Chief of Information and Publications, U. S. Office of Education.

Current Developments in Guidance Services

by Frank L. Sievers

Specialist, Individual Inventory and Counseling Techniques

THE YEAR 1950 marks the twelfth year since the establishment of the Occupational Information and Guidance Service in the Office of Education. During this time, especially since the passage of the Vocational Act of 1946, more commonly known as the George-Barden Act, more landmarks for guidance services in the United States have been set than during any other period.

Prior to 1946, Federal funds for the guidance programs were available only in the area of supervision. The George-Barden Act made funds available for supervision, for training guidance counselors, for the salaries and necessary travel expenses of guidance counselors on the secondary and adult levels, and for instructional equipment and supplies used in such counseling. Consequently, State plans in more than 40 States have been expanded to include provision for some or all of the services mentioned as reimbursable within the act.

The interpretation of the act by the Commissioner of Education encourages States to make adequate provision for supervision and counselor training with the research necessary in each before reimbursement is contemplated at the local level.

These liberal and far-sighted policies offer States a framework for the expansion of guidance services toward the end that all who need them will be served more adequately. It is too early at this time to estimate accurately the full effect of the George-Barden Act upon guidance services in the schools of the various States, but some emerging trends are evident. It is one purpose of this article to present a brief summary of the State-Federal relationships through which the guidance services operate and describe some of the developments apparent in implementing the provisions of the act.

In keeping with established practices, each State is encouraged to view its needs and draw up a plan which meets these with-

in the framework of the existing laws. The liberal stipulation of meeting minimum requirements allows each State maximum freedom in patterning a program uniquely adapted to the needs of individuals within its boundaries. Thus, industrial Ohio will function on a very different plan than does agricultural South Dakota. California, with its great variety of work opportunities, climate, and topography, will need to utilize a different approach to its guidance program than will South Carolina with its numerous small agricultural units. States are functioning, therefore, under plans that permit a wide diversity of services within the safeguard of providing an adequate basic program for its residents. Briefly, services include provision at the local level for complete, adequate, systematically recorded information about all pupils, information about occupations and training opportunities, counseling the individual, assisting the pupil in assessing his potentialities and in taking steps to make intelligent decisions in the light of knowledge of himself and available opportunities, follow-up of the individual, and research for the purpose of improving the services of the school to the individual pupil. In practice, Federal funds are insufficient to reimburse local services in most cases, but this liberal pattern of potential reimbursed programs has an influence on all local planning.

Counselors in schools are encouraged to think of the services of the guidance program in three broad areas: Services to the individual, to the school staff in offering assistance in their understanding of pupils, and to the administration in reorganizing the school's program in the light of the needs of boys and girls.

Training of Guidance Workers Emphasized

An analysis of annual State reports for the current year indicates some recent

trends in developments within various States. One of these concerns the training of guidance personnel. Under the leadership of the National Office, a number of regional meetings of State Supervisors and Counselor Trainers and a 1948 national conference were on this theme. Various committees, working prior to the 1948 meeting, prepared material for consideration and subsequent meetings permitted further refinement of the committee work. Bulletins upon Duties, Standards, and Qualifications of Counselors; Occupational Information; Analysis of the Individual; Counseling Techniques; and Administrative Relationships of the Guidance Program have been published and are available from the Occupational Information and Guidance Service of the Office of Education. It is expected that bulletins on The Basic Course, Supervised Practice in Guidance Services, and In-Service Preparation for Guidance Workers will be issued in the immediate future. Institutions of higher learning have sensed the need for trained counselors and are taking steps to provide training for potential counselors at the graduate level. A steady increase in the number of institutions and in the listing of guidance offerings is revealed by examination of the periodic publication of the Office of Education, *Offerings in Guidance Work in Colleges and Universities*. The heavy demand for the bulletins upon counselor preparation and the marked increase in training courses indicate a new era in the preparation of counselors.

An interesting development aimed at providing a more realistic approach in the preparation of counselors at the preservice level is indicated in the growth of internships. Arrangements are made by the counselor trainer whereby a local counselor in an outstanding guidance program assumes the responsibility for providing the trainee practice in actual guidance situa-

tions. In this setting the "intern" experiences the variety of duties involved in the day-to-day work of a counselor in an ongoing program. The implications for providing seasoned training under such a plan of approach can scarcely be overestimated.

To meet fully the need for extensive in-service training of persons already employed in schools, itinerant counselor trainers have been added to many guidance staffs at the State level. Greater flexibility of training is afforded in the variety of content and method, the elimination of prerequisites, and the inclusion of an attack upon specific problems in the particular school being served.

Basic Understandings of Guidance Required for Teacher Certification

Guidance leaders in the States have recognized the importance of acquainting teachers and administrators with the services and functions of a guidance program. As certification requirements for teachers are being revised in some States, one or two guidance courses are being added to the required list for those applying for certificates. As this requirement is met, increasing understanding of guidance is provided in the undergraduate and graduate training of teachers. The effect is to extend the usefulness of specialists in guidance if a school has them, and to provide rudimentary services in many small schools where specialists cannot be afforded.

Pilot Programs Developing

Another development is the growth of "pilot programs" in several States. A local school places its facilities and resources at the disposal of the State supervisor and other guidance experts for the purpose of providing adequate guidance services to its pupils. Needs of the pupils are ascertained; community resources are explored. The school staff then considers the guidance services that are essential for the pupils in the light of the found needs and ascertained resources. As the program develops, it is used as a visiting station for other schools of similar type to illustrate how guidance services can be developed when concerted action is taken within the school.

State Accreditation Standards Include Guidance Services

Many States are revising accreditation standards for schools to include more adequate guidance services. In some States, schools must have an adequate guidance

program to receive full accreditation or participate in State funds. The program is evaluated in terms of the basic services mentioned earlier and of standards of counselor-pupil load.

Criteria for Evaluating Guidance Services in Schools

In meeting the need for determining the effectiveness of local guidance programs, the Occupational Information and Guidance Service of the Office of Education sponsored and assisted a national committee composed of State guidance officers for drafting a device for evaluating local guidance programs. A bulletin, *Criteria for Evaluating Guidance Programs in Secondary Schools, Form B*, was prepared and used in a number of schools in several States. Further refinement of the *Evaluative Criteria* followed. The revised bulletin is available together with the companion bulletin *How to Use the Criteria for Evaluating Guidance Programs in Secondary Schools, Form B*, from the Office of Education. Representative States throughout the Nation are evaluating their programs by means of these tools during this year. It is anticipated that standards for local programs will evolve as results of the evaluations become available.

The *Evaluative Criteria* is being used also as an effective in-service training device for the professional staffs of schools. Staff members employ the 200 odd items of the *Criteria* as a means of determining an adequate philosophy in terms of guidance practices and services.

National and International Guidance Activities

The National Vocational Guidance Association has been concerned, since its inception, in furnishing professional leadership in the field of guidance. Recently, it took the initiative in joining with seven other organizations in issuing *Counselor Preparation*, a report by the Joint Committee on Counselor Preparation. The *N. V. G. A. Directory of Vocational Services*, a list of approved counseling agencies in the Nation, is another important innovation. The product of the Committee on Ethical Practices, it is a pioneer attempt to identify counseling services meeting specific criteria.

The contributions of the various divisions of the American Psychological Association to the guidance movement have been numerous. One outstanding action was the establishment of the American Board of

Examiners in Professional Psychology. This board, similar to examining boards in other professions, e. g., medicine, engineering, issues a diploma in "counseling and guidance" to persons who meet its high standards of training and can pass its examinations.

The Counseling and Guidance Division of the American Psychological Association has an active committee on counselor preparation. Another group is at work on defining function and training of "Clinical Counselors." The varied journals of the association carry many research reports on guidance techniques.

The American Vocational Association has been interested for some time in stimulating schools in providing adequate guidance services to pupils. It affords an opportunity for discussion of mutual problems in a separate section for members interested in vocational guidance. Its national leadership in the movement for providing Federal funds for guidance services was a valuable contribution with increasing influence in promoting guidance work in the Nation.

The International Labor Organization, meeting at Geneva, Switzerland, during the summer of 1949, adopted a resolution making certain recommendations on vocational guidance. It includes statements pertaining to principles, practices, tools, and techniques, and suggestions regarding the administration of guidance services and the training of guidance officers. This action, taken after 3 years of deliberation, represents the measured judgment of the representatives of 61 nations in matters of guidance. The Geneva Conference directed the I. L. O. to take necessary steps to develop guidance services in the 61 member nations and to cooperate with the United Nations Educational, Scientific, and Cultural Organization in this work.

The developments described in this article offer substantial evidence of the present trends in the utilization of guidance funds under the George-Barden Act. They also suggest an emerging pattern which points toward a realistic approach to providing adequate training and high standards for guidance counselors, as well as continued concern over the mastery and full utilization of the tools and techniques of guidance. Finally, these developments display evidence that activities have a truly national extent and are overflowing the boundaries of many separate countries into the beginnings of international endeavor.

Magnitude of the Nation's Educational Task Today and in the Years Ahead

by Emery M. Foster, Head, Reports and Analysis, and Herbert S. Conrad, Chief, Research and Statistical Service

HOW MANY MORE CHILDREN are enrolled in our Nation's schools (public and nonpublic) this year than in 1946-47?

★

WHAT IS THE FORECAST of such enrollment for the years ahead?

★

HOW MANY ADDITIONAL TEACHERS will be needed to instruct the growing number of children during the next 10 years?

★

ANSWERS to these and related questions are basic to adequate educational administration and planning. Because unparalleled educational problems now confront both school administrators and the public, SCHOOL LIFE presents this two-page center spread as a timely service.

★

OFFICE OF EDUCATION SPECIALISTS, in this connection, point out a significant fact that is not always sufficiently recognized; namely, that many educational problems require that we

think and act not in terms of number of pupils but of "pupil stations." Educational statisticians explain it in this way. A count of the elementary and secondary school population as of a given date understates the magnitude of the Nation's educational task. This understatement results from a failure to disclose the extra levy of teaching skill and school-housing demand by pupils who transfer from one community to another. Obviously, the transfer pupil takes with him neither his former teacher nor his desk or classroom space. As a result, when there is high pupil mobility, as currently prevails in the United States, the extra requirements imposed by pupil transfers become significant. Such student transfers are included in what is known as cumulative total enrollment. Actual census count of boys and girls in schools at a given date does not consider the invisible pupil load caused by transfers. Administrators and teachers, nevertheless, face the task of dealing with both the stationary and the mobile pupil population.

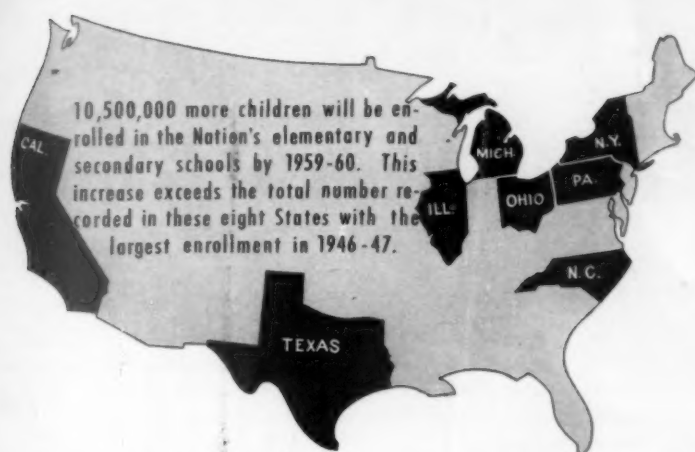
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WE MAY EXPECT THE LARGEST INCREASES in elementary enrollments in the years immediately before us—nearly a million

Forecast of Annual Total Enrollment in Public and Nonpublic Schools Combined, 1947-48 to 1959-60

(All figures rounded separately to nearest hundred)

Year	Elementary grades (kindergarten through grade 8)		Secondary grades (grades 9-12)		Elementary and secondary (kindergarten through grade 12)	
	Total enrollment	Change from previous year	Total enrollment	Change from previous year	Total enrollment	Change from previous year
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1946-47.....	20,211,900	.....	6,458,800	.....	26,670,700	.....
1947-48.....	20,690,900	+ 479,000	6,505,000	+ 46,200	27,195,900	+ 525,200
1948-49.....	21,736,500	+ 1,045,600	6,397,900	- 107,100	28,134,400	+ 938,500
1949-50.....	22,759,800	+ 1,023,300	6,240,400	- 157,500	29,000,200	+ 865,800
1950-51.....	23,686,000	+ 926,200	6,141,700	- 98,700	29,827,700	+ 827,500
1951-52.....	24,467,600	+ 781,600	6,167,900	+ 26,200	30,635,500	+ 807,800
1952-53.....	26,064,300	+ 1,596,700	6,262,400	+ 94,500	32,326,700	+ 1,691,200
1953-54.....	27,453,000	+ 1,388,700	6,408,400	+ 146,000	33,861,400	+ 1,534,700
1954-55.....	28,651,900	+ 1,198,900	6,557,500	+ 149,100	35,209,400	+ 1,348,000
1955-56.....	29,333,700	+ 681,800	6,825,200	+ 267,700	36,158,900	+ 949,500
1956-57.....	29,497,700	+ 164,000	7,286,100	+ 460,900	36,783,800	+ 624,900
1957-58.....	29,432,800	- 64,900	7,753,400	+ 467,300	37,186,200	+ 402,400
1958-59.....	29,004,000	- 428,800	8,101,000	+ 347,600	37,105,000	- 81,200
1959-60.....	28,789,200	- 214,800	8,348,800	+ 247,800	37,138,000	+ 33,000
1947-60.....	.....	+ 8,577,300	.....	+ 1,890,000	.....	+ 10,467,300



next year, more than a million-and-a-half in 1952-53, and well over a million both in 1953-54 and 1954-55. Some idea of the enormous growth in the number of boys and girls enrolling in elementary and secondary school grades may be gathered from the accompanying illustration. It shows that by 1959-60 there will be 10,500,000 more children enrolled in elementary and high schools throughout the United States than in 1946-47. This increase alone is greater than the total enrollment for 1946-47 in eight States of highest enrollment in that year—California, Illinois, Michigan, New York, North Carolina, Ohio, Pennsylvania, Texas. The increase is also considerably greater than all the pupils enrolled in 35 other States in 1946-47.



ADDITIONAL SCHOOL FACILITIES MUST BE PROVIDED to accommodate the tremendous increase in enrollment. Very roughly it may be assumed that at current prices a properly equipped classroom, together with requisite auxiliary facilities such as library, gymnasium, auditorium, cafeteria, nurse's quarters, and play space, will cost about \$30,000, or roughly \$1,000 per enrollee. Multiply 10,500,000 pupils by \$1,000 and you arrive at a figure of *over 10 billion dollars*. This is the cost of accommodating only the number of pupils greater than that number enrolled in 1946-47. The figure does not take into account cost of replacing obsolete buildings, remodeling, repairing existing structures, erecting new schools in programs of consolidation or redistricting. To take these into account the 10-billion-dollar figure would have to rise considerably.

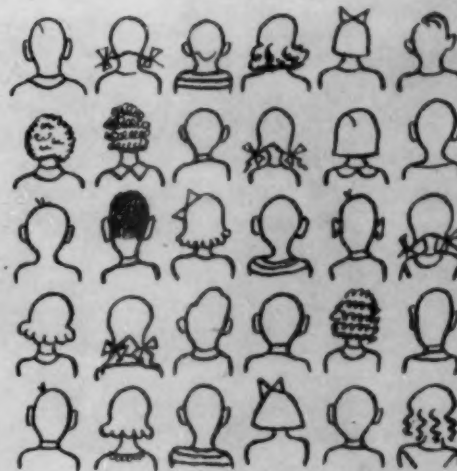


WE WILL NEED MORE THAN 350,000 ADDITIONAL TEACHERS by 1959-60, to teach the 10,500,000 extra children enrolled since 1946-47. The figure of 350,000 does not include needed additional principals, supervisors, school psychologists, visiting teachers, and teachers of special subjects such as art and music. Neither does it include replacements for teachers who withdraw or retire. Nor does it provide for the elimination of "temporary certificate" teachers by fully qualified teachers. The prospective increase in the supply of teachers, particularly elementary school teachers, will be far below the anticipated need. The situation is very grave.



Information for inclusion in this report is based upon data collected by the Office of Education from State departments of education, and upon data from the Bureau of the Census, the National Office of Vital Statistics, and other official sources.

**If each teacher takes
care of 30 enrollees**



**then the increase of
10,500,000 enrollees
between
1946-47 & 1959-60
calls for an increase
of roughly
350,000 teachers**

Resolutions of Chief State School Officers at Biloxi

FORTY-FOUR STATES were represented at the workshop and annual meeting of the National Council of Chief State School Officers held at Biloxi, Miss., December 6-10, 1949, according to Dr. Edgar Fuller, Executive Secretary of the National Council. Among the representatives were 38 Chief State School Officers.

SCHOOL LIFE presents for its readers certain resolutions which were adopted at the business session on the last day of the Biloxi assembly.

Growing Educational Problems

The Council gives the highest priority to repeating a solemn warning to the American public. Within the next 10 years, additional facilities and teachers must be found for more than 7 million additional children who will swell the present enrollment of our public schools. The stark urgency of planning and action on this great problem cannot be overemphasized.

It is not enough that we provide merely the teaching personnel and physical facilities for the vastly increased numbers of American children whom we must educate in the years ahead. This Council again records its conviction that American education must accelerate the democratization of its administrative structure. The development of socially, morally, and economically competent citizens is best achieved in an atmosphere which permits and requires responsible participation in problem-solving by teacher and student alike.

Freedom can be preserved best by those who understand and who practice its obligation.

Federal Financial Aid to Education

It is an incontrovertible fact that in spite of unusual exertions on the part of many States there remain dangerous inequalities in the educational opportunities open to American children.

The Council urges with deep concern the immediate passage by Congress of a general Federal aid bill in support of State efforts to meet the overwhelming educational task now faced by our public elementary and secondary schools. This aid should be channelled through the U. S. Office of Education and through the several State educational authorities with administrative direction and control reserved by law to the States. We support the traditional American position that taxes should not be levied against the people for financing sectarian or religious instruction.

The Council further urges that Federal grants be made available for public school plant planning and construction in the several States, Territories, and Possessions. These funds should be channelled through the United States Office of Education to the State education agencies of the several States. The distribution of funds should be made upon the basis of an objective formula involving need and financial ability. Legal guarantees must be established to assure the apportionment of funds within States according to plans developed by the respective States.

Only after the foregoing primary obligations to our elementary and secondary school children have been met would the Council regard favorably consideration by the Congress of legislation to provide Federal scholarship aid for able youths of college age.

The U. S. Office of Education

The Council reaffirms its conviction that the U. S. Office of Education should be made an independent agency of the Federal Government. This agency should function under the general direction of a board of outstanding laymen, chosen without regard to political affiliations and with emphasis upon their special fitness for national service. This board should have powers of policy-making and appraisal for the U. S. Office of Education with authority to appoint the U. S. Commissioner of Education to serve as the principal administrative officer of the board and of the United States Office of Education.

The Council urges speedy enactment of S. 656 by the 81st Congress to meet these needs and opposes any plan of government reorganization which would reduce the autonomy of the United States Office of Education or place it under the control of any political officer exercising line authority.

The Council further believes that the duties and responsibilities of the United States Office of Education and of its National Board should be ex-

panded to embrace the operation or the coordination of the educational activities of the entire Federal Government as they affect school systems and educational institutions in the States.

Federal Relationships to Education

There are a number of increasingly important relationships of the Federal Government to education which deserve special mention at this time:

A. Vocational Rehabilitation: Vocational rehabilitation is primarily educational in character and this Council believes strongly that it should be assigned permanently to the U. S. Office of Education for administrative purposes.

B. Surplus Property: Determinations of educational need for surplus Federal property can best be made and administered by the U. S. Office of Education dealing with the State departments of education in the several states. Responsibility for distribution of such property should be assigned permanently to the U. S. Office of Education and appropriate steps should be taken immediately to provide adequate personnel and procedures for transferring surplus Federal property to the schools.

C. Veterans Education: This Council looks with concern upon reported "Investigations" of schools and increased Federal control of education in the States by the Veterans' Administration. The Council recognizes the necessity for maintaining high fiscal and educational standards in the education of veterans and urges that the Veterans' Administration transfer funds for supervision to insure such standards to the several State agencies. The Council also urges that the Congress relieve this critical situation by the passage of S. 2596 and H. R. 6273 which would permit the reimbursement of State departments of education for approval work in connection with veterans' training programs.

D. Reports and Records: The U. S. Office of Education is urged to complete on an emergency basis the necessary basic studies and in cooperation with representatives from the 48 State departments of education to work out before the next annual meeting of the Council a recommended uniform system of basic school records and reports.

The Council directs its Board of Directors to develop a procedure for coordinating and, if possible, reducing the number and variety of requests for information sent to State departments of education.

E. Mid-Century Conference on Children and Youth: The Council expresses its regret to the President of the United States that no person directly concerned with the education of elementary and secondary school children was placed on the National Committee for the Mid-Century White House Conference on Children and Youth.

NEW OFFICERS

President: PEARL A. WANAMAKER,
State Superintendent of Washing-
ton.

First Vice President: CLYDE A.
ERWIN, State Superintendent of
North Carolina.

Second Vice President: A. R. MEAD-
OWS, State Superintendent of
Alabama.

Executive Secretary: EDGAR A.
FULLER.

Headquarters: National Education As-
sociation, 1201 Sixteenth Street
NW., Washington 6, D. C.

F. Special Education Problems Caused by Federal Activities: The Council recommends to the Congress of the United States enactment of comprehensive Federal legislation, covering all agencies in the Federal Government, to provide additional funds through the U. S. Office of Education to the State departments of education for distribution by them to local school districts in their respective States, for both current and capital needs of school districts overburdened and deprived of tax resources by activities of the Federal Government.

The Council deplores the tendency of Federal agencies to deal directly with local school districts on these matters, since such dealing interferes directly with the proper organization and financing of school systems in the States.

The Council recognizes that an adequate program of general Federal aid to education in the States, based upon need, would make special Federal laws to meet emergency conditions largely unnecessary. However, under present conditions of inadequate financial support of education on both Federal and State levels, we realize that special legislation to correct obvious injustices arising from activities of the Federal Government in the various States is necessary.

G. Finance: It is particularly important for all States to have available current information on public school finance programs. The Council commends the United States Office of Education for initiating timely studies in this field, and requests the Office to:

1. Make every effort to complete and to make available before the end of the current fiscal year the results of its current study of public school finance programs; and,
2. Carry forward and complete promptly its proposed study of capital outlay programs so that the findings and conclusions may be considered at the next annual meeting of the Council.

H. Research: The Council strongly urges that the Congress recognize the greatly increased need for educational research programs and that adequate appropriations be made to the United States Office of Education for these purposes. These research programs should be conducted in cooperation with State departments of education, colleges, universities, research institutes, and individual scholars.

I. Consultative Services: The Council believes that the critical nature of education problems will require increasingly effective consultant services from the United States Office of Education. These services have been and are sorely limited because of inadequate travel funds for the Office of Education staff. States unable to pay transportation costs for consultants are often those having greatest need for consultant services. The Council urges the Congress to make adequate provision for such travel.

Standards for Teacher Preparing Institutions

A. The Council supports the American Association of Colleges for Teacher Education in its efforts to achieve nationally higher standards and criteria of institutional accreditation among authorized teacher preparing institutions. These efforts of the Association are gratefully recognized and ap-



Mrs. Pearl A. Wanamaker, State Superintendent of Public Instruction, Olympia, Wash., newly-elected President, National Council of Chief State School Officers.

proved as services to State departments of education in exercising their own constitutional and statutory responsibilities for the accreditation of teacher preparing institutions within the several States in connection with the issuance of certificates to teachers and administrators.

B. It is urged that the American Association of Colleges for Teacher Education be recognized by other national and regional college accreditation agencies as the responsible accrediting agency at the national level for the profession of teaching and professional teacher preparing institutions offering 4-, 5-, 6-, and 7-year programs for the preparation of teachers and administrators.

More specifically, the Council urges that the committee from higher institutions, formed at the suggestion of President Gustavson of the University of Nebraska to coordinate and simplify general accreditation procedures, recognize the American Association of Colleges for Teacher Education as the responsible, voluntary national, professional, and institutional agency to accredit professional programs to prepare teachers and administrators at the 4-, 5-, 6-, and 7-year levels.

Professional Books to Foreign Countries

The Council notes with special interest the constructive development of UNESCO as a force for building a secure peace. The Council believes that effective support can be given UNESCO through cooperation with the CARE program for replenishing the war-ravaged libraries of the world. This Council will continue to emphasize the importance to American education of developments abroad and will study means by which it can offer its individual or collective experience to other agencies responsible for or cooperating in overseas education programs. Further, this Council will welcome as visitors to its annual conferences those educators from abroad whose interests are comparable with those of American Chief State School Officers.

State School Board Associations

The Council commends and encourages the organization and vigorous functioning of State school board associations comprised of school boards for local administrative units for education. Members of the Council pledge complete cooperation with such school board associations to strengthen public education and to preserve its ideals.

We commend Mr. Edward M. Tuttle for his efforts through the National School Boards Association to coordinate the activities of the State School Board Associations and to increase their effectiveness.

Preparation of School Administrators

The Council recognizes the need for special training opportunities for administrative personnel. We urge the establishment by outstanding graduate schools of programs especially designed to offer significant education and experience to administrators.

The Council expresses an approving interest in the efforts of the W. K. Kellogg Foundation to develop cooperative programs for the improved preparation of school administrators, and urges its members to lend their support to these efforts.

Certification of Teachers

The work of the teacher is complex, technical, and highly professional. Guiding the growth and development of children and youth is a task demanding both general and professional competence based on long and careful preparation. Certification of individuals with less than a minimum of 4 years of educational preparation beyond the high school is highly undesirable. The Commission believes that the presently large number of emergency or nonstandard certificates represent a distinct threat to the quality of educational opportunity for many children in this country, and that such certificates should be withdrawn at the earliest possible date.

Regional Cooperation in Education

The Council notes with interest and approval the development of the regional planning and cooperation in education. The efforts in this field hold much promise for strengthening and improving education programs throughout the country.

Coordination of Health Education and Other Health Services

The problem of providing health education and other services in connection with the health of pupils is complex and important. The Council believes that these services should be coordinated carefully in each of the States. We recommend that appropriate administrative arrangements be made as soon as possible to effect such coordination in each State.

Adult Education

The Council recognizes the increasing complexity of requirements for effective citizenship in a democracy. We desire, therefore, to encourage the expansion and improvement of adult education programs throughout the Nation.

VOICES OF DEMOCRACY

(Continued from page 82)

champions of me I meant a great deal too. I was the magnet that drew millions of people from across the seas in reaching our nation. Many of these people became pioneers, pushing our frontiers steadily westward. Many of them did not go exploring, however. They settled in towns and villages across the nation, starting businesses, using skills which they had brought with them from across the waters, thus, in time, making this one of the greatest industrial nations in the world.

You say that you know all this, that you've studied it since the first grade, that it is ancient history and you want to know what it means today.

It hasn't changed. It means more today than it did then.

Democracy, through freedom which I symbolize, is still the brightest hope of mankind.

There are three institutions which are fundamental to our democracy: the home, the school, and the church.

The home lays the foundation for democratic living, the schools continue this building in many ways, through the student councils, leadership programs, and even through sports, for there the student learns fair play and if he has any totalitarian instincts he can always work them off by booing the umpire.

The church is the corner stone in cement that holds these other two together, for it was the first democratic institution teaching the brotherhood of all men.

We have the right to choose, to vote for those whom we wish to guide us. Millions of people today would tell us how wonderful and precious this is, if they could speak without fear and with freedom.

You can. You can complain of any action, even of your government, which seems unfair and your complaint, if just, will be printed in newspapers all over the country so all men may see and act to remove it. But in many countries your speech would not get into the newspapers. Instead, you would be arrested and taken to court, tried and judged, a traitor to your country. You would be liquidated, so that never again would you be a problem to the government.

The trial would not be such as you have known in America either. It would be short, brutal, the sentence predestined. In America your liberty is guarded by a jury

of 12 of your own neighbors, a competent judge, a lawyer who believes in you, and you must be proved guilty beyond a question of a doubt.

These are my fruits, and, as the Bible puts it, "by their fruits shall ye know them."

You say you have not realized in how many ways and how importantly I had entered your life. You may not see me in all these invisible ways but every day you see my greatest symbol. The flag of the United States of America. Symbols have no voices to be heard as you are hearing me now, but this, I think, would be what the symbol of freedom would say, because this is what democracy means to me.

Robert Shanks,
Lebanon High School,
Lebanon, Ind.

Hello. My name is Brown. Richard Brown. Remember me? No, I don't imagine you do. It's been almost five years since anyone has heard about me. And people have a knack of forgetting kind of fast nowadays.

How about the Battle of the Bulge—does that strike a familiar note? Of course you recall it. The papers gave it quite a write-up at the time. I'm glad you do remember it, because that's where I was killed. It wasn't very dramatic—my death, I mean.

There I was crouched in a fox hole, shaking from the cold so much that I know it was my teeth that gave my hiding place away when "boom" went a hand grenade and it was over that quick.

You want to know something, friend—you want to know why I was over there?

No; it wasn't because some big shot drew my number out of a fish bowl either. I'd have been there, regardless of that.

I was there because of a thing we have in America called democracy. That's a pretty important word when you take time to think about it. It means something strong, good, and just. To men like Hitler and Tito it meant something that had to be destroyed and wiped out if men of their breed were to exist.

Well, I was just one of a thousand young kids who'd rather dig ditches than be told they couldn't.

When I was living, it's true, I thought of democracy as—well, like our history teacher used to say, "A noble inheritance left to us by farsighted statesmen. A beacon light in a world of darkness." This thought hit me particularly on the Fourth of July. Yet, somehow to me, the true meaning of democracy was kind of more everyday.

It was hot dogs and baseball games, chicken every Sunday, hay rides and roasted marshmallows, giggling girls and dignified high-school seniors. It was the evening paper and, even more informing, neighborhood gossip. It was the gang and your girl. It was rugged mountains and broad, flat plains, big cities and small towns—churches, schools, and institutions. It was a chance to grab the world by the tail and give her a whirl. Sometimes you got to the top—other times you didn't. But you still had the chance to try.

I saw democracy in our movies, in big fat political rallies, and in colleges and even in lovers' lane. Well, in fact I saw it in just about everything we did or said. And take away even one of the things I've mentioned, and you've weakened democracy. Leave them, and you've given America something to be very proud of, a way of life to build towards a better future.

As an American I didn't want to fight—as an American I didn't want to die. I had too much to live for. But when I realized that there were men in the world who didn't want my kid brother to be a Boy Scout or my pop to be an Elk, then is when I was ready to fight—ready to fight for America—for democracy.

You might even say I fought because I was stingy—stingy for my rights to live and breathe a free man. Those of you who have seen a college football game or a harvest moon shining through the sycamores on a Midwest cornfield, or have watched the fabulous Mississippi winding its way through the heart of America, or have listened to the President make his Inaugural Address, or have attended a county fair—then I think you know why I fought—and why I'm speaking to you from—well—let's say a place far distant from that war-torn field in Germany. And, if you do know, then dedicate yourself to the job of making sure that never again will a Richard Brown have to fight and die to protect our democracy.

Well, I guess I really got wound up, didn't I? I almost needed a soapbox. Still, call everything I said drivell—call it sentimentality, if you will. I call it America. I call it democracy. Democracy—it comes from the Greek, I think—*demos*, meaning people, *cras*, meaning government—the people's government. Yes; that's what I'd call it. Democracy, the people's right to breathe, to worship, to speak, to think—to gather together, to make an honest living—and yes, to fight—a free man. That's it—that's why I'm speaking, that's why I fought.

New Publications of Office of Education

IF YOU'RE INTERESTED in improving the administration of elementary education in your city you'll want to read a new bulletin issued by the Office of Education, Federal Security Agency, entitled "Organization and Supervision of Elementary Education in 100 Cities."

The bulletin is the report of a study made by staff members of the Division of Elementary and Secondary Schools. It poses 29 questions frequently asked about school organization, and gives qualitative and quantitative answers to them based on the findings in the 100 cities studied.

The 29 questions and answers are grouped into broader topics dealing with over-all organization in elementary schools, organization for leadership, schedules, classification, pupil records and progress reports, school community relations, and the use of instructional materials. In addition to statistical summaries of present practices, the bulletin includes the opinions of the school leaders interviewed on their practices, their plans for the future, and their thoughts on recent trends in educational organization.

To make the material more meaningful the cities have been divided into 3 groups, Group I, cities over 100,000 (31 cities), Group II, cities between 30,000 and 100,000 (39), and Group III, cities between 10,000 and 30,000 (30).

In discussing the organization of various school systems, the report mentions that "the neighborhood type of school organization, or school units planned for kindergarten through the second, third, or fourth grades has become a reality in a number of school systems." It is believed that this type of organization will "meet better the individual and group needs of children from 5 to 8."

Studies of class organization showed a definite trend toward the single-teacher class. "Comments made by school leaders indicate that schools formerly using the platoon or modified platoon plan are moving toward the teacher-to-a-class type of organization."

Cumulative records are considered essential to the administrative, educational, and

guidance services of all schools. The researchers found that "the philosophy underlying teaching methods in a particular school helps to determine both the content and the methods of rating children's progress."

Fifty-four of the 100 schools studied reported that they had extended their school terms so that they had a longer day, week, or year. These extensions are frequently made to provide time for leisure-time activities such as camping, farming, visiting libraries, museums, or art centers, and holding social events. Often these extracurricular programs help to bring about closer relations between school and community.

The interviewing and publication committee responsible for this publication included Effie G. Bathurst, Mary Dabney Davis, Hazel Gabbard, Helen K. Mackintosh, and Don S. Patterson, all from the Division of Elementary and Secondary Schools, Office of Education. Copies of Bulletin 1949 No. 11 may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 25 cents.



THE PROBLEMS of teaching hospitalized children are discussed in another bulletin recently issued by the Office of Education, entitled "School in the Hospital."

This bulletin attempts to show ways in which school can be brought to the hospitals for the nearly 2 million children admitted each year.

Teaching in hospitals involves many problems over and beyond the usual headaches which beset teachers and school administrators. First of all there are physical limitations imposed on the children by their illnesses. Additional complications are caused by inadequate space for classrooms and storage closets, and by poor lighting facilities. Scheduling of time for hospital teachers is not easy—most teachers begin work early in the morning and have often finished their teaching day by 3 in the afternoon. Hospital schedules, on the other

hand, provide time for educational and social activities in the afternoons.

The teacher in a hospital usually finds himself faced with the job of teaching children from widely different backgrounds—their ages are varied, their school attendance has been irregular, and they frequently have personality problems more severe than most pupils.

Hospital teaching can be unusually rewarding as well as unusually difficult. The teacher can do much to bring security to the child and keep him from worrying about falling behind in school. "She can introduce to the school child one thoroughly familiar feature of his previous life, perhaps the most familiar the hospital has to offer—the school. And she can give him something to think about besides his illness."

To be successful, a program of hospital teaching must be a cooperative enterprise, say authors Romaine Mackie and Margaret Fitzgerald. They urge that "a committee be formed to consider the case of each child, and to work with the patient and his parents."

Curricular problems vary with the age groups. Children under 6 need a program which includes home and neighborhood experience as well as regular nursery school and kindergarten activities. It's particularly valuable for these youngsters to help prepare meals, visit kitchens, and, if possible, to see raw food growing.

High-school children need special consideration. They frequently worry when they compare themselves with their friends and find themselves falling behind socially or in terms of job preparation.

"School in the Hospital" was written by Romaine P. Mackie, specialist for schools for the physically handicapped in the Office of Education, Federal Security Agency, and Margaret Fitzgerald, principal teacher in charge of education of patients at the Grasslands Hospital, Valhalla, N. Y. Copies of it—Office of Education Bulletin, 1949, No. 3—are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 20 cents. —Elinor B. Waters.

PUBLIC LIBRARIES

(Continued from page 84)

Members of these two groups also work with the public library in compiling lists for both public and parochial schools. Baltimore also has a joint committee of school and public librarians which prepares stimulating reading lists.

Several libraries report ambitious activities of a town-hall type discussion group. Detroit has its High School International Clubs whose weekly meetings are taped for broadcast over a local radio station. Four separate teen-age clubs are each responsible once every 4 weeks for a half-hour radio broadcast with a moderator and a panel of four participants. After brief speeches the panel members question each other. For the last 10 minutes the audience questions the panel members.

An outgrowth of this program has been an invitation from the Foreign Policy Association to the High School International Clubs to take part in broadcasts which will be taped and made available to radio stations all over the country. Other panels in the series are made up of faculty members of such institutions as the University of Detroit and University of Michigan.

Youngtown has its "Know Your Town" series sponsored by school and public librarians with the aid of city officials, businessmen, people in industry, and other civic-minded citizens.

Baltimore's Enoch Pratt Free Library participates in a practical project for "Civic Experience" groups—classes of high school students who visit different public institutions and work for them over a brief period.

Newark Public Library's "Teen Corner" has an advisory council of student representatives from the public, private, and parochial secondary schools in the city which meets regularly to help plan, advertise, and conduct programs of concern to youth. Of particular interest and value to the young people have been the following types of programs:

1. Films based on books, followed by discussion.
2. Program on popularity and social adjustment: Teen-age adviser of a large department store discussed personality development and led discussion following the showing of the films *You and Your Friends* and *Are You Popular?*
3. A skit on problems of choosing a career,

presented by the Advisory Council. Following the skit, a panel of experts—the placement counselor of the Board of Education, the business manager of the New Jersey Employment Service, a librarian—discussed ways of meeting the problem and opportunities available in New Jersey and answered questions presented by the young people.

4. A play on parent-teen relationships presented by teen-agers for a parent-teen audience. Questions following the play were answered by a panel of teen-age experts.
5. Talks by noted teen-age authors: Maureen Daly, John Tunis, John Floherty.
6. Exhibits of young people's interests and hobbies, set up by the young people.

Cleveland Public Library is carrying on its fifth series of successful programs for youth entitled "Roads to World Understanding" sponsored by the Cleveland Public Library youth department, Cleveland Press World Friends' Club, Junior Council on World Affairs, and Cleveland Museum of Art. Subjects of the series include: Report on Youth, World Citizens of Tomorrow; Hindustan and Pakistan, New Patterns in Asia; Scandinavia, Dilemma of Small States; Africa, Continent of the Future; Israel, a State is Born; Central America, Hemisphere Colleagues; and China, a Reexamination.

Film Forums for Teen-Agers

New York Public Library is experimenting with film forums for the teen-age according to the superintendent of work with young people. Besides stimulating an interest in reading, the purpose of these film forums is to develop in young people judgment, consideration of other people's opinions, ability to speak readily and logically in a discussion. The film forums are being held in seven branch libraries where young people's librarians felt they had a working nucleus to form a film forum. The groups seem to prefer the story or literary film at present. Examples of a few presented are: *Junior Prom*, *Tale of Two Cities*, *Jane Eyre*, *Mutiny on the Bounty*, *Romeo and Juliet*, *Pride and Prejudice*, *House of Seven Gables*, and *Great Expectations*.

The superintendent of work with young people in New York City attended seven film forums. The following points were noted:

1. A closer personal relationship with young people was established by the librarian conducting forums.
2. Greater use of the library resulted, especially of the St. Agnes young people's reading room.
3. A growing desire and ability to express themselves in a group situation was shown by young people.
4. Improvement in leadership, but need for more skill in actual discussion leadership was shown by young people's librarians.
5. The need for persuading more young people to read the book before and after film showing. The best results were reported for "Pride and Prejudice" at St. Agnes, and for "Romeo and Juliet" at Nathan Straus.
6. The discussion usually developed from theme of film, relating it to current problems, i. e., Communism versus democracy in China, from "Good Earth"; the discipline of "dictatorship" from "Mutiny on the Bounty"; the evil of "prejudice" carried from one generation to the next from "Romeo and Juliet"; and the advantages of modern customs over Victorian England from "Pride and Prejudice."
7. There was a complete lack of real criticism of quality of the film itself and passive acceptance of whatever interpretation the film gave. (There was criticism of "cutting" of full length pictures, but only because they lost the thread of the story.)
8. A transition must be made to "informational" films after the groups have become organized. This is not only desirable, but necessary since 16mm "literary films" are very limited in number.

Though this article may seem to indicate that new projects abound, the services to youth have remained basically unchanged in established programs. Youth are introduced to books of worth through talks and discussions in the school and library. The resources of the library are made available through informal conversation, planned guidance, lessons, and personally conducted tours. Lists of material important to youth are printed and distributed. The programs are conducted by trained personnel who understand youth and their problems in appropriate quarters often contributed to by youth themselves.

Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist
and Seerley Reid, Assistant Chief, Visual Aids to Education

Radio Recordings. Newest additions to the Script and Transcription Exchange, Office of Education, are three recordings of programs prepared for broadcast by United Nations Radio, and one prepared by the Department of State in cooperation with the Advisory Commission on Educational Exchange. Use of the UN programs is restricted to noncommercial educational facilities but the one prepared by the State Department—of suitable broadcast quality—is unrestricted. All may be borrowed from the Exchange for the customary 2-weeks period. They are recorded on 16-inch single-faced discs at a speed of 33 $\frac{1}{3}$ rpm.

Trading Ideas With the World. A 30-minute discussion program based on the report of the U. S. Advisory Commission on Educational Exchange. It is designed to acquaint listeners with the work of the Commission as it relates not only to the two-way exchange of people, but of books and other printed materials which presently are being distributed through one-way United States installations in other countries. The program lends itself to sponsorship by local community groups where it might be used as a springboard for further discussion. Teachers and students will find in it the stimulus for further examination and study with a view to possible participation and support. Members of the round-table panel are Dr. Harvie Branscomb, Chairman; U. S. Advisory Commission on Educational Exchange and Chancellor of Vanderbilt University; William C. Johnstone, Jr., Director, Office of Educational Exchange, Department of State; Kendrick Marshall, Director, Division of International Educational Relations, U. S. Office of Education; and Joseph C. Harsch, well-known radio commentator and writer.

Could Be. A 60-minute recording of a special broadcast by Norman Corwin, commemorating the tenth anniversary of the beginning of World War II, but at the same time celebrating another occasion—the undated, unscheduled, but entirely possible creation of an era of world progress that

“could be” if the nations of the world got together and attacked common problems with the same vigor and resourcefulness with which from time to time they have attacked each other.

Hard Core. A 30-minute program giving an authoritative story of the work of the International Refugee Organization (IRO) particularly as it has to do with a group of people in DP camps who for reasons beyond their control are unaccepting immigrants from DP camps, and who form what is referred to as the “hard core” in the IRO program. Story is based on a European trip by Allen Sloan, who recorded the voices and wrote the program. Van Heflin, well-known screen actor, is the featured star.

Junction in Europe. A 30-minute recording of a special program prepared to show the work of the Economic Commission for Europe (ECE). In a travelog across Europe, Gilbert Parker as writer and narrator describes the work of the UN organization, ECE, which is responsible for bringing various European governments together to relieve bottlenecks and shortages, and to improve distribution where materials are available. Standardization of customs and other frontier routines by a considerable number of European countries are described in the program as one example of the ways in which economic recovery is being expedited.

Catalog of Appraisals. The Association for Education by Radio (AER) has issued, in mimeographed form, a *Catalog of Appraisals of Recordings for School Use*, compiled by Gertrude G. Broderick as chairman of the AER Recordings Evaluation Committee. Patterned after the Catalog issued previously by the Evaluation of School Broadcasts Project at Ohio State University, the appraisals have been made by classroom teachers and their students. Purpose is to supply teachers with detailed information as to the availability of recordings and to suggest possibilities for utilizing them. AER members may obtain copies for 50 cents each,—nonmembers, \$1—by

writing to AER headquarters, 228 North LaSalle Street, Chicago.

Junior Town Meeting Booklets—Discussion and Current Affairs, and Teaching Controversial Issues. Titles of two booklets recently released by the Junior Town Meeting League, and containing helpful suggestions to high school teachers interested in developing student discussion programs by radio. The first named is a workshop report on a practical program for teaching current affairs in secondary schools, with radio as one of the media. Schools striving toward a better citizenship program through discussion of current affairs will find many practical suggestions in this booklet.

The second named booklet deals with problems of school policy and appropriate techniques for effective classroom handling of issues of a controversial nature. Free copies are available through the Script and Transcription Exchange.

Radio Programs for Student Listening (1950 Winter Quarter). A mimeographed list of more than 50 radio programs currently being broadcast by the four major radio networks, and selected by a special FREC Committee on the basis of their classroom adaptability. Purpose is to provide the classroom teacher with sufficient descriptive annotations about existing programs to enable her to select for both in-school and out-of-school listening. Single copies available on request to the Script and Transcription Exchange.

Bureau of Mines Releases Film on Lubrication Oil. The Bureau of Mines, Department of the Interior, just announced the release of a new color cartoon film, “The Story of Lubricating Oil,” sponsored by the Standard Oil Company of Indiana and visualizing the production and use of lubricating oils. Prints may be borrowed from the Bureau of Mines, Graphic Services Section, 4800 Forbes Street, Pittsburgh 13, Pa., or from 37 depository libraries of Bureau of Mines films located throughout the country.

New Books and Pamphlets

Bridges Between the School and the Community: In Junior High Schools and Grades Seven and Eight of Elementary Schools. Brooklyn, Board of Education of the City of New York, 1949. 79 p. Illus.

Building for Peace: The Story of the First Four Years of the United Nations, 1945-49. Published by the United Nations Department of Public Information, 1949. 36 p. Illus. (United Nations Publications 1949.1.24) 25 cents. (Order from: International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.)

Democracy Demands It: A Resource Unit for Intercultural Education in the High School. By William Van Til, John J. DeBoer, R. Will Burnett, and Kathleen Coyle Ogden. New York, Harper & Brothers, 1950. 117 p. (Volume 6 of the Bureau for Intercultural Education Series.) \$1.50.

Financing Education in Efficient School Districts: A Study of School Finance in Illinois. By Francis G. Cornell, William P. McLure, Van Miller, Raymond E. Wochner. Urbana, Ill., Bureau of Research and Service, College of Education, University of Illinois, 1949. 165 p.

How Schools and Communities Work Together: The Proceedings of the Illinois Summer Education Conference, Urbana, 1949. Compiled and Edited by J. Lloyd Trump. Urbana, Ill., University of Illinois Press, 1949. 183 p. \$1.

Kentucky on the March. By Harry W. Schacter. New York, Harper & Brothers, 1949. 201 p. \$3.

The Museum: Its History and Its Tasks in Education. By Alma S. Wittlin. London, Routledge & Kegan Paul Limited, 1949. 297 p. Illus. (International Library of Sociology and Social Reconstruction.) 25s.

A New Annotated Reading Guide for Children With Partial Vision. Compiled by Lorraine Galisdorfer. Buffalo, N. Y., Foster & Stewart Publishing Corp., 1950. 94 p. \$1. (Order from the compiler, Charles Lindbergh School, Kenmore 17, N. Y.)

Principles and Methods of Guidance for Teachers. By Clarence C. Dunsmoor and Leonard M. Miller. Scranton, Pa., International Textbook Co., 1949. 399 p. Illus., \$3.75.

Rural America and the Extension Service: A History and Critique of the Cooperative Agricultural and Home Economics Extension Service. By Edmund deS. Brunner and E. Hsin Pao Yang. New York, Bureau of Publications, Teachers College, Columbia University, 1949. 210 p. Illus., \$3; paper, \$2.80.

Scholarships, Fellowships and Loans. By S. Norman Feingold. Boston, Mass., Bellman Publishing Co., Inc., 1949. 254 p. \$6.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THESE THESES are on file in the Education collection of the Federal Security Agency Library where they are available for interlibrary loan upon request.

The Administration of School Supply Purchase in Kentucky. By Thomas C. Little. Doctor's, 1948. George Peabody College for Teachers. 119 p.

Develops and validates a simple, adequate, and economical purchasing procedure for small school districts.

Aero Science for Junior High Schools.

By Edwin C. Sutton, jr. Master's, 1949. University of Cincinnati. 123 p. ms.

Presents a manual for an aeronautics-centered science course covering the general field of the physical sciences on the junior high school level.

Audio-visual Aids for the Modern High School. By Melvin E. Kazeck. Master's, 1947. University of North Dakota. 140 p. ms.

Suggests educational films for use with the social studies, mathematics, science, English, language, and practical and fine arts classes. Lists film libraries in the Middle West.

Development and Evaluation of an Experimental Reading Program (Readiness) for Visually Handicapped Children. By Lottie M. T. Hamilton. Master's 1949. Indiana State Teachers College. 71 p. ms.

Compares the reading ability of two groups of visually handicapped children in which one group was taught by the orthodox approach, and the other by the experimental approach involving free play, muscular activity, and auditory stimuli.

Developments in Federal Support of Education in the United States Since 1930. By Charles E. Stamper. Master's, 1948. University of Cincinnati. 91 p. ms.

Traces briefly the history of Federal grants for public education since the ordinance of 1785, and surveys the literature on Federal aid from 1930-1946.

Functions, Purposes, and Recent Developments of Adult Education. By Walter J. Wolpert. Master's, 1949. Indiana State Teachers College. 113 p. ms.

Reviews the history of the adult education movement to 1940. Discusses the probable future of adult education movements.

School Transportation Legislation in the United States. By Lawrence B. Hixon. Doctor's, 1948. Syracuse University. 239 p. ms.

Discusses the historical stages of school transportation legislation and state laws governing the transportation of school children.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

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